DOCUMENT RESUME

ED 232 978 SP 022 802

AUTHOR Heald, James E., Comp.
TITLE Report to the Profession, 1983.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE May 83
NOTE 31p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Trends; Faculty Workload; *Field Experience Programs; Fiscal Capacity; Higher Education; *Institutional Characteristics; Preservice Teacher Education; *Schools of Education; Student Teaching; Teacher Characteristics; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS *American Association of Colleges for Teacher Educ

ABSTRACT

This report presents data obtained from responses of 519 schools, colleges, and departments of education (SCDE's) to a questionnaire submitted to them by the American Association of Colleges for Teacher Education. The report is subdivided into six sections: (1) characteristics of responding institutions--type of institution, kinds of degrees offered, size of the institution, and size of the SCDE's student population in terms of both headcount and student credit hours generated; (2) faculty composition--gender, racial-ethnic composition, rank, faculty on "hard money" contracts, and salaries; (3) faculty workload--credit hours taught, students supervised, and theses and dissertations directed; (4) clinical experiences--experiences required prior to entry into teacher education programs, clinical experiences required prior to student teaching, and clinical experiences required as a part of the student teaching assignment; (5) financial resources--academic year and summer session budgets for both "hard" and "soft" money; and (6) number and types of degrees conferred by the responding SCDE's. This data set will be maintained for further use in longitudinal studies. (JD)

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Report to the Profession 1983

SP022 802

Acknowledgement

Dr. James E. Heald, Professor, Department of Leadership and Educational Policy Studies, Northern Illinois University, compiled and analyzed the following data. Through his efforts, teacher educators will gain significant insight into the organization and structure of schools, colleges and departments of education. This is the second such report, and we anticipate a long series of them.

We would like to thank Dr. Heald, Dean John H. Johansen, and Northern Illinois University for the effort, support, and industry which made this report possible.

This 1983 Report to the Profession
was prepared by
The American Association of Colleges for Teacher Education
One Dupont Circle, Washington, D.C.
20036

May, 1983

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Preface

This second Report to the Profession differs considerably from the first which was distributed one year ago. The differences are a function of the nature of the two instruments which were completed by SCDE's and the knowledge gained from weaknesses of the first instrument. In this second major effort by AACTE to increase the data base available to those campus planners responsible for setting the direction of SCDE activities, 519 institutions submitted responses to the lengthy questionnaire. With the number of variables greatly increased to 256, the amount of time invested by responding SCDE's was substantial indeed.

This report is a part of the return on the investment. The development of the national data file can make possible a much higher level of responses on the part of AACTE staff to information needs of the member institutions, and the periodic collection of data will permit longitudinal studies. This report could not accommodate all possible combinations and permutations of 256 variables. Therefore, it presents data which are illustrative of the variables themselves while presenting many kinds of information deemed to be of high interest to the membership.

The report is subdivided into the following sections:

Characteristics of Responding Institutions
Faculty Composition
Faculty Load
Clinical Experiences
Financial Resources
Degrees Conferred

A major frustration, common to almost all research, continues to be the lack of 100 percent response from the membership. The problem seems to be most acute when computing "output" measures. The totals shown in the final three tables of the report represent only the respondents, and yet the profession also needs information concerning graduates and the degrees conferred by the 200 nonresponding members as well as similar information from the nonmember institutions that prepare educational personnel. In the future, we may be able to secure sufficient information concerning the nature of all institutions not included to permit a more reasonable extrapolation to a national total of the students graduated, their areas of specialization, and the types of degrees conferred. Until that time, program planners must continue to rely upon approximations. Fortunately, the "output" data contained herein will permit better approximations than the profession has had before.

James E. Heald, Professor
Northern Illinois University

Introduction

The American Association of Colleges for Teacher Education represents the training arm of the teaching profession and provides national leadership on issues of broad consequence to its 720 member institutions. AACTE member institutions graduate 85-90 percent of beginning teachers in the nation each year.

The Association's research services are designed both to provide members vital data with which to plan and to present the information the profession needs to attain increasingly higher quality.

The needs for that information have expanded, and the Association's data-collection efforts have grown commensurately. During the 1981-82 academic year, the first Report was compiled when the Association expanded its traditional enrollment data collection instrument to procure more information to help member campuses plan for the future.

This year's instrument was further expanded, yielding even more information which member campuses had requested for making comparisons with other institutions and for planning purposes. Next year's Report will include even more information.

Does the survey paint a composite picture of what the "typical" school of education consists of? If anything, the results show that teacher education continues to be conducted by a variety of types and sizes of institutions, offering a diversity and breadth of degrees, services and programs. In view of a commonly held expectation of dramatic change in teacher education institutions, the results indicate a strength and resiliency among responding institutions.

As the profession continues to learn more about itself, future Reports will reflect that expansion--always governed by the dual criteria of usefulness and a policy of confidentiality.

REPORT TO THE PROFESSION

Characteristics of Responding Institutions

In order to describe the nature of the responding institutions, an analysis was made of the type of institutions, the kinds of degrees offered by the SCDE, the size of the institutions, and the size of the SCDE's student populations in terms of both headcount and student credit hours generated.

To facilitate SCDE classification, the number of institutional types was originally set at seven in the questionnaire. That number was reduced to six in the analysis when it was discovered that a substantial number of institutions, quite understandably, answered that they were "Predominantly Women" if their population was 51 percent female.

TABLE 1

Sample Institutions by Type

Type of Institution	Number	Percent
Public Land Grant	70	13.6
Public Non-Land-Grant	205	39.7
Independent Liberal Arts	44	8.5
Church Related Liberal Arts	148	28.7
Private University	49	9.5
Predominantly Black	36 *	7.0 *

* 516 institutions answered the question concerning institutional type. Neither the Number nor the Percent column is totaled because the "Predominantly Black" institutions were also recorded in a second category of institution of which they are simultaneously members.

Because the question concerning the institution's predominant gender originally had been designed to isolate those colleges that had been historically women's colleges, further analysis by that variable was aborted. Table 1 shows clearly that the public non-land-grant institutions comprise the single largest institutional type with approximately 40 percent of the responding institutions being of that kind.

The predominantly Black institutions comprised the smallest type, and although the predominantly Black institutions were also legitimately and simultaneously members of one of the other five types, separate data were reported for them in order to increase the utility of the report to the planners on those campuses.

Table 2 provides a cross tabulation of institutional type with the degrees offered in the institution's SCDE. Almost one-half of the SCDE's in land grant institutions offered all four levels of degrees. Eighty-four percent of the degrees offered by the independent liberal arts colleges and 91 percent of the degrees offered by the church related liberal arts colleges were either bachelors or masters degrees.

The C.A.S. was not offered in any of the responding SCDE's from the predominantly Black institutions nor in any of the church related liberal arts colleges.

The doctoral degree was offered in the SCDE's of 64 percent of the land grant institutions. Few liberal arts colleges offered that degree.

TABLE 2

SCDE Degrees Offered in Institutions by Type *

Type of Institution	B.A. Only	B.A.+ M.A.	B.A.+ M.A.+ C.A.S.	B.A.+ M.A.+ Ph.D.	B.A.+ M.A.+ C.A.S.+ Ph.D.
Public Land Grant					
Number (N=70)	6	13	6	12	33
Percent	9	19	9	17	47
Public Non-Land-Grant					
Number (N=205)	25	71	62	12	35
Percent	12	35	30	6	17
Independent Liberal Arts					
Number (N=44)	27	10	5	1	1
Percent	61	23	11	2	2
Church Related Liberal Arts					
Number (N=148)	98	41	5	0	4
Percent	66	28	3	0	3
Private University					
Number (N=49)	5	10	10	7	17
Percent	10	20	20	14	35
Predominantly Black					
Number (N=36)	14	16	3	0	3
Percent	39	44	8	0	8

* B.A. includes all bachelors degrees, M.A. includes all masters degrees, C.A.S. includes all sixth year degrees, and Ph.D. includes all doctoral degrees regardless of the title of the degree offered on a given campus for a particular program of studies.

TABLE 3

Size of Institutions Containing Sample SCDE's

Type of Institution	25th Percentile	Median	75th Percentile
Public Land Grant	7,6001	17,002	24,222
Public Non-Land-Grant	4,144	7,556	12,302
Independent Liberal Arts	1,002	1,363	2,160
Church Related Liberal Arts	944	1,373	2,201
Private University	3,911	6,320	12,000
Predominantly Black	1,674	2,418	4,964

TABLE 4

Quartile Limits of Total Student Headcount in SCDE's With Different Patterns of Degree Offerings

Pattern of Degrees	25th Percentile	Median	75th Percentile
B.A. Only	94	186	460
B.A. + M.A.	143	501	1,020
B.A. + M.A. + C.A.S.	265	925	2,078
B.A. + M.A. + Ph.D.	296	1,185	2,279
B.A. + M.A. + C.A.S. + Ph.D.	915	1,662	3,111

Table 3 displays data concerning the size of the institutions from which the responding SCDE's came. The land grant institutions were the largest in every quartile. The public non-land-grant and the private universities were of a similar size at each quartile as were the two types of liberal arts colleges. Table 4 indicates that the larger institutions were likely to offer a broader range of degrees.

TABLE 5

Quartile Limits of SCDE Size Measures by Institutional Type

Type of Institution	Headcount		Student Credit Hours	
	Undergrad	Graduate	Undergrad	Graduate
Public Land Grant				
25th Percentile	278	258	5,088	2,321
50th Percentile	793	562	15,326	5,192
75th Percentile	1,679	957	32,519	11,830
Public Non-Land-Grant				
25th Percentile	152	302	3,562	2,898
50th Percentile	683	616	11,277	5,484
75th Percentile	1,428	1,127	23,131	10,631
Independent Liberal Arts				
25th Percentile	27	40	8	45
50th Percentile	111	143	602	500
75th Percentile	241	207	1,641	1,399
Church Related Liberal Arts				
25th Percentile	67	37	397	289
50th Percentile	157	105	1,273	816
75th Percentile	321	212	2,992	1,828
Private University				
25th Percentile	2	189	8	1,641
50th Percentile	107	355	795	4,690
75th Percentile	285	963	4,349	7,845
Predominantly Black				
25th Percentile	104	128	547	828
50th Percentile	398	270	3,192	1,372
75th Percentile	606	382	11,869	4,519

Whereas institutional size was quite similar for the public non-land-grant institutions and the private universities, the size of SCDE's did not follow the same pattern. The public non-land-grant institutions were far more like the land grant universities when the sizes of their SCDE's were compared. The very small numbers of some of the quartile limits is a reflection of a large number of institutions having no graduate or undergraduate degree program of the type being tabulated; for example, approximately one-fourth of the responding private universities reported no undergraduate program so the 25th percentile was representative of an institution with almost no students.

Faculty Composition

To get a measure of the gender composition of the SCDE's, profiles were created of the gender composition of the various kinds of institutions and those percentages were applied to a median sized institution of each type. The gender percentages varied by institutional type.

TABLE 6

Gender Composition of the Median Sized SCDE Faculty

Type of Institution	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Public Land Grant	60	68	28	32	88	100
Public Non-Land-Grant	34	64	19	36	53	100
Independent Liberal Arts	3	50	3	50	6	100
Church Related Liberal Arts	3	43	4	57	7	100
Private University	18	60	12	40	30	100
Predominantly Black	9	47	10	53	19	100

Table 7 clearly shows that the SCDE faculties were composed largely of persons of a white racial nature. Only in the predominantly Black institutions were other than whites in the majority.

TABLE 7

Racial-Ethnic Composition of the Median Sized SCDE Faculty

Type of Institution	White		Black		Hispanic		Other	
	N	%	N	%	N	%	N	%
Public Land Grant	74	90	4	5	2	2	2	2
Public Non-Land-Grant	48	92	2	4	1	2	1	2
Independent Liberal Arts	5	100	0	0	0	0	0	0
Church Related Liberal Arts	6	100	0	0	0	0	0	0
Private University	29	91	2	6	1	3	0	0
Predominantly Black	4	20	14	70	1	5	1	5

The SCDE faculties of all institutions were predominantly working on full-time regular contracts. As Table 8 shows, neither the typical independent liberal arts college nor the typical church related liberal arts college had any persons on the faculty of the full-time temporary nature. The low reliance by institutions upon temporary contracts was somewhat surprising in view of the continued downsizing of SCDE's that has occurred nationally over the past decade.

Table 9 indicates that the two types of liberal arts colleges and the predominantly Black institutions may rely somewhat more heavily upon faculty at the instructor rank than do SCDE's in other types of institutions although the small numbers make that conclusion tenuous.

TABLE 8

Faculty on "Hard Money" Contracts in Median Sized SCDE's by Type of Institution

Type of Institution	Full Time Regular		Full Time Temporary		Part Time	
	N	Percent	N	Percent	N	Percent
Public Land Grant	78	91	4	5	4	5
Public Non-Land-Grant	43	90	2	4	3	6
Independent Liberal Arts	5	71	0	0	2	29
Church Related Liberal Arts	5	83	0	0	1	17
Private University	26	87	1	3	3	10
Predominantly Black	18	86	1	5	2	10

TABLE 9

Rank Composition of Median Sized SCDE's by Institutional Type

Type of Institution	Inst.		Asst. Prof.		Assoc. Prof.		Prof.	
	N	%	N	%	N	%	N	%
Public Land Grant	5	7	20	26	25	33	26	34
Public Non-Land-Grant	3	7	12	28	13	30	15	35
Independent Liberal Arts	1	14	2	29	2	29	2	29
Church Related Liberal Arts	1	14	2	29	2	29	2	29
Private University	2	7	7	24	10	34	10	34
Predominantly Black	3	15	6	30	6	30	5	25

To examine the faculty composition in terms of rank in a somewhat different way, the SCDE's were analyzed in terms of the degrees they offered. As Table 10 shows, there seem to be some differences in rank which could be associated with the pattern of degrees offered. A higher percentage of instructors appears in those SCDE's offering the bachelors degree only and in those offering only the bachelors and the masters degree. Above the rank of instructor, the faculties were spread quite evenly over the upper three ranks.

TABLE 10

Rank Composition in Median Sized SCDE's With Different Patterns of Degree Offerings

	Inst.		Asst. Prof.		Assoc. Prof.		Prof.	
Degree Pattern	N	%	N	%	N	%	N	%
B.A. Only	1	14	2	29	2	29	2	29
B.A. + M.A.	2	11	5	28	5	28	6	33
B.A. + M.A. + C.A.S.	3	8	12	31	12	31	12	31
B.A. + M.A. + Ph.D.	4	6	15	21	27	38	26	36
B.A. + M.A. + C.A.S. + Ph.D.	6	8	18	25	24	34	23	32

Table 11 on the following page presents data concerning the salaries paid to faculty members in the SCDE's in each of the different types of institutions. The two types of public institutions' salaries were quite similar with the SCDE's in the land grant institutions being somewhat higher in the upper two quartiles. Salaries in the SCDE's of the private universities were most similar to those in public institutions.

TABLE 11

Quartile Limits of Faculty Salaries in Thousands
by Ranks in SCDE's by Institutional Type

Type of Institution	Inst.	Asst. Prof.	Assoc. Prof.	Prof.
Public Land Grant				
25th Percentile	16.0	19.4	23.6	28.9
50th Percentile	16.9	20.8	25.8	32.8
75th Percentile	18.9	22.0	27.4	35.4
Public Non-Land-Grant				
25th Percentile	16.0	19.7	23.1	27.8
50th Percentile	17.3	21.1	25.0	30.3
75th Percentile	18.9	22.5	26.7	33.1
Independent Liberal Arts				
25th Percentile	13.9	16.8	19.5	22.5
50th Percentile	15.0	18.5	22.2	28.3
75th Percentile	15.7	19.8	24.8	31.9
Church Related Liberal Arts				
25th Percentile	13.7	16.5	18.9	21.9
50th Percentile	14.5	17.8	20.6	24.3
75th Percentile	16.5	19.1	23.0	27.0
Private University				
25th Percentile	14.8	19.3	22.3	25.5
50th Percentile	17.4	21.1	24.7	30.5
75th Percentile	20.5	22.7	27.0	33.9
Predominantly Black				
25th Percentile	13.5	17.0	19.4	24.0
50th Percentile	15.6	20.0	23.2	27.9
75th Percentile	18.2	21.6	25.9	30.2

The salaries of faculty members in the predominantly Black, the independent liberal arts, and the church related liberal arts institutions were lower than those in the public and private universities in most of the categories in each of the quartiles.

To show the differences in salaries among ranks in the SCDE's, Table 12 was prepared as a companion to Table 11. It shows clearly that the salaries of upper ranks are generally higher in those institutions offering the doctoral degree. Salaries are clearly lower at all ranks in those SCDE's that offer the bachelors degree only. The SCDE's offering the C.A.S. have salaries similar to those in SCDE's offering the bachelors and masters degrees except in those institutions that also offer the doctorate. It is presumed that the higher salaries in the latter institutions are a function of the doctorate rather than the C.A.S.

TABLE 12

Median Salaries in Thousands by Rank in SCDE's With Different Patterns of Degree Offerings

Degree Pattern	Inst.	Asst. Prof.	Assoc. Prof.	Prof.
B.A. Only	15.7	17.8	21.5	24.9
B.A. + M.A.	16.6	20.2	24.0	28.8
B.A. + M.A. + C.A.S.	16.9	20.6	24.4	29.1
B.A. + M.A. + Ph.D.	18.3	22.0	27.4	33.0
B.A. + M.A. + C.A.S. + Ph.D.	16.9	21.1	25.4	32.6

Faculty Load

The faculty load measures collected through the instrument included credit hours taught, students supervised, and theses and dissertations directed. Tables 13 and 14 report information on the median loads of undergraduate faculty members.

TABLE 13

Median Load per SCDE Undergraduate Faculty Member
by Institutional Type

Type of Institution	Credit Hours Taught	Pre-Student Teaching Students Supervised	Student Teachers Supervised
Public Land Grant	9.4	15	6
Public Non-Land-Grant	11.7	13	7
Independent Liberal Arts	11.9	12	6
Church Related Liberal Arts	11.9	13	6
Private University	11.5	10	6
Predominantly Black	11.9	12	6

TABLE 14

Median Load per SCDE Undergraduate Faculty Member
in Institutions With Different Patterns of Degree Offerings

Pattern of Degrees	Credit Hours Taught	Pre-Student Teaching Students Supervised	Student Teachers Supervised
B.A. Only	11.9	14	7
B.A. + M.A.	11.7	12	6
B.A. + M.A. + C.A.S.	11.8	12	8
B.A. + M.A. + Ph.D.	10.0	18	6
B.A. + M.A. + C.A.S. + Ph.D.	9.4	12	7

The teaching load of undergraduate faculty members in land grant SCDE's is clearly lower than in other institutions as is the teaching load in SCDE's which offer the doctoral degree.

Tables 15 and 16 present information concerning the loads of graduate faculty members in SCDE's by institutional type and according to the kinds of degrees awarded. Data concerning graduate faculty members' loads in institutions offering only the bachelors degree were omitted from Table 16 because there were few such anomalous cases.

TABLE 15

Median Load per SCDE Graduate Faculty Member by Institutional Type

Type of Institution	Credit Hours Taught	Number Interns Supervised	Number Theses Directed	Number Dissertations Directed
Public Land Grant	8.5	3.7	2.2	2.4
Public Non-Land-Grant	9.1	3.9	1.8	1.9
Independent Liberal Arts	10.5	*	*	*
Church Related Liberal Arts	9.0	3.5	*	*
Private University	9.1	4.3	2.7	2.9
Predominantly Black	9.1	5.3	2.3	2.0

* The number of institutions providing these data was too limited to make the information meaningful.

TABLE 16

Median Load per SCDE Graduate Faculty Member in Institutions With Different Patterns of Degree Offerings

Type of Institution	Credit Hours Taught	Number Interns Supervised	Number Theses Directed	Number Dissertations Directed
B.A. + M.A.	9.3	4.5	2.5	
B.A. + M.A. + C.A.S.	9.8	4.4	1.9	
B.A. + M.A. + Ph.D.	8.9	3.0	2.9	2.1
B.A. + M.A. + C.A.S. + Ph.D.	8.8	3.0	1.8	2.3

The loads of graduate faculty members were quite similar across all types of institutions. The largest range in teaching load was represented by the land grant universities and the independent liberal arts colleges, and the largest range in intern supervision load by the church related liberal arts colleges and the predominantly Black institutions.

Teaching and intern supervision was a little lower in institutions offering the doctorate than in other kinds of institutions.

Clinical Experiences

Because of the increased interest in clinical experiences in teacher education programs, data were collected on experiences required prior to entry into teacher education programs, clinical experiences required prior to student teaching, and clinical experiences required as a part of the student teaching assignment. Data are reported for elementary, secondary, and special education majors in Tables 17, 18, and 19.

TABLE 17

Median Clock Hours of Clinical Experiences Required of Elementary Education Majors in SCDE's by Type of Institution

Type of Institution	Prior to Program Entry	Prior to Student Teaching	During Student Teaching
Public Land Grant	30.3	75.5	320
Public Non-Land-Grant	29.9	80.3	360
Independent Liberal Arts	36.0	99.6	301
Church Related Liberal Arts	30.2	99.8	301
Private University	29.6	86.0	280
Predominantly Black	25.5	50.0	281

TABLE 18

Median Clock Hours of Clinical Experiences Required of Secondary Education Majors in SCDE's by Type of Institution

Type of Institution	Prior to Program Entry	Prior to Student Teaching	During Student Teaching
Public Land Grant	30.2	45.0	300
Public Non-Land-Grant	29.7	57.0	350
Independent Liberal Arts	30.6	60.1	300
Church Related Liberal Arts	29.9	60.3	300
Private University	30.0	59.8	280
Predominantly Black	29.5	44.4	293

TABLE 19

Median Clock Hours of Clinical Experiences Required of Special Education Majors in SCDE's by Type of Institution

Type of Institution	Prior to Program Entry	Prior to Student Teaching	During Student Teaching
Public Land Grant	30.4	76.0	318
Public Non-Land-Grant	29.9	99.7	321
Independent Liberal Arts	40.0	125.0	280
Church Related Liberal Arts	30.4	100.1	300
Private University	29.3	100.0	350
Predominantly Black	24.5	59.5	305

The range of hours required prior to program entry was largest in the area of special education with the independent liberal arts colleges requiring 63 percent more hours than required by the predominantly Black institutions. The widest range in hours of clinical experiences required prior to student teaching was also in the field of special education with the upper end of the range being more than double the lower. Clinical hours during the student teaching assignment seemed to center around the 300 hour mark.

Financial Resources

Information concerning academic year and summer session budgets was collected for both "hard" and "soft" money. The expectation was that the data could be summed in various ways into meaningful totals. However, the large volume of missing data concerning summer and soft money budgets would have made the totals of questionable value. Therefore, the financial resources data were limited to academic year, hard money categories. Table 20 displays the median budgets of SCDE's.

Table 21 shows dollars available to support both faculty and students excluding the dollars paid in professorial salaries. The exclusion of faculty salaries was done to prevent large differences in salary levels from being the primary influence in "support" dollars. The data are arranged according to the pattern of degrees rather than according to institutional type because of the differential costs associated with graduate programs and particularly the costs of offering a doctoral degree.

TABLE 20

Quartile Limits of Academic Year "Hard Money" SCDE Budgets in Thousands by Type of Expenditure and Institution

Type of Institution	Faculty	Other Personnel	Non-Personnel Line Items
Public Land Grant			
25th Percentile	1,130	176	84
50th Percentile	2,208	412	210
75th Percentile	3,470	761	287
Public Non-Land-Grant			
25th Percentile	540	46	34
50th Percentile	1,308	134	81
75th Percentile	2,217	322	171
Independent Liberal Arts			
25th Percentile	75	8	8
50th Percentile	103	12	15
75th Percentile	212	24	23
Church Related Liberal Arts			
25th Percentile	72	7	6
50th Percentile	111	11	11
75th Percentile	184	23	18
Private University			
25th Percentile	340	52	24
50th Percentile	694	119	72
75th Percentile	1,300	282	183
Predominantly Black			
25th Percentile	190	18	11
50th Percentile	645	48	23
75th Percentile	1,300	210	60

TABLE 21

Quartile Limits of "Hard Dollars" in Support of Faculty and Headcount Students in Academic Year Budgets of SCDE's by Institutional Type and Pattern of Degrees

Type of Institution and Degree Pattern	Support Dollars per Faculty			Support Dollars per Student		
	25th	50th	75th	25th	50th	75th
All Responding Institutions						
B.A. Only	1700	3918	6100	*	57	153
B.A. + M.A.	2000	4500	7390	*	74	400
B.A. + M.A. + C.A.S.	2514	4596	7879	*	54	179
B.A. + M.A. + Ph.D.	4429	6132	11712	*	155	525
B.A. + M.A. + C.A.S. + Ph.D.	5510	7973	12020	76	267	425
Public Institutions						
B.A. Only	2740	4080	6800	*	65	137
B.A. + M.A.	1988	4467	7090	*	68	216
B.A. + M.A. + C.A.S.	2908	4585	7483	*	55	161
B.A. + M.A. + Ph.D.	4480	6912	12159	*	339	636
B.A. + M.A. + C.A.S. + Ph.D.	6061	7973	10745	76	255	413
Private Institutions						
B.A. Only	1330	3800	6000	20	68	157
B.A. + M.A.	1800	4500	7300	*	78	187
B.A. + M.A. + C.A.S.	*	4618	8370	*	*	211
B.A. + M.A. + Ph.D.	*	*	*	*	*	*
B.A. + M.A. + C.A.S. + Ph.D.	3700	7500	15400	*	175	500

* Data were deemed to be of insufficient validity because of the high number of missing values or because of insufficient cases in the category.

The data bear out the differential costs associated with the pattern of degrees offered by SCDE's. Institutions offering all four kinds of degrees have several times more faculty support dollars after paying faculty salaries than those SCDE's offering the bachelors degree only. Support dollars, when considered in student terms, are considerably larger in the SCDE's offering all degrees than they are in the SCDE's

offering only the bachelors. To be sure, the dollars are not spent in ways that are clearly in support of faculty or of students, but the data were displayed in both ways to permit institutions to use whichever divisor of non-faculty salary dollars that would be of greatest value in their unique situation.

Table 22 is simply a different way of examining the size of institutions in relation to hard money budgets (See Table 8). The table shows a relationship among degrees offered and faculty on hard money.

TABLE 22

Median Faculty on "Hard Money" Contracts in SCDE's With Different Patterns of Degree Offerings

	Full Time Regular		Full Time Temporary		Part Time	
Degree Pattern	N	Percent	N	Percent	N	Percent
B.A. Only	5	71	1	14	1	14
B.A. + M.A.	14	74	2	11	3	16
B.A. + M.A. + C.A.S.	37	90	2	5	2	5
B.A. + M.A. + Ph.D.	63	88	3	4	6	8
B.A. + M.A. + C.A.S. + Ph.D.	78	91	4	5	4	5

Degrees Conferred

The final three tables present information concerning the number of degrees conferred by the responding SCDE's. As stated earlier, the absence of a 100 percent response from member institutions was particularly vexing in preparing Tables 23 and 24. The profession needs accurate totals, and lack of information concerning nonrespondents and nonmembers precludes an accurate extrapolation.

TABLE 23

Degrees Conferred by Area of Specialization

Area of Specialization	B.A.	M.A.	C.A.S.	Ph.D.	Total
Adult Education (61)*	6	652	10	161	829
Curriculum & Instruction (117)	559	2,954	152	559	4,224
Early Childhood (261)	4,308	1,821	68	42	6,239
Educational Administration (240)	23	5,459	1,868	933	8,283
Educational Psychology (102)	415	1,708	134	459	2,716
Elementary Education (454)	27,686	7,357	156	117	35,316
Foundations (50)	77	342	21	129	569
Guidance & Counseling (258)	92	6,868	378	509	7,847
Higher Education (58)	8	515	75	359	957
Junior High or Middle School (59)	449	279	25	0	753
Measurement or Research (28)	0	82	2	47	131
Instructional Technology (59)	86	450	36	96	668
Library Science (85)	235	979	40	7	1,261
Reading (224)	411	3,331	119	123	3,984
Secondary Subject Areas (435)	32,289	5,591	233	389	38,502
Special Education (325)	9,030	7,283	143	199	16,655
Supervision (67)	23	852	102	20	997
Vocational Education (87)	857	887	42	171	1,957
Other Specializations (188)	4,513	3,894	155	360	8,922
TOTALS	81,067	51,304	3,759	4,680	140,810
REPORTING INSTITUTIONS	496	333	138	98	507
MEAN PER INSTITUTION	163	154	27	48	288

* Number in parentheses is the number of institutions that conferred degrees in the area of specialization. Not all institutions conferred all four types of degrees, however.

TABLE 24

Degrees Conferred by Subject Specialization in Secondary Education

Subject Specialization	B.A.	M.A.	C.A.S.	Ph.D.	Total
Agriculture (55)*	719	178	20	34	951
Art (320)	1,732	359	1	15	2,107
Business (278)	2,084	621	38	22	2,765
Driver Education (43)	331	46	0	0	377
English (415)	2,678	574	24	26	3,302
Foreign Languages (259)	846	151	5	22	1,024
Health Education (240)	3,382	729	8	42	4,161
Home Economics (191)	1,913	340	5	23	2,281
Industrial Arts (129)	1,955	454	12	12	2,433
Mathematics (380)	1,512	431	17	22	1,982
Music (370)	3,398	499	1	24	3,922
Science (358)	1,952	622	11	42	2,627
Speech (216)	953	325	1	3	1,282
All Others ** (381)	8,834	262	90	102	9,288
TOTALS	32,289	5,591	233	389	38,502

* The numbers in parentheses represent the number of institutions that reported conferring degrees on graduates within the area of specialization. Not all institutions conferred all four of the degrees, however.

** Unfortunately, two large subject specializations, physical education and social studies, were omitted from the instrument and had to be included in institutional responses in the "Other" category.

Table 23 shows that secondary education, elementary education, and special education are the top three fields in terms of total degrees granted. Elementary education and special education are the most popular degrees at the masters level, and educational administration is by far the most popular degree at the C.A.S. and doctoral level. Table 24 analyzes subject specialization within secondary education.

The SCDE's in non-land-grant institutions prepare more educational personnel than all other institutional types combined. The explanation is found partially in the number of institutions, partially in their size, and partially from the teachers college antecedents from which many of the institutions in that category arose. The SCDE's in land grant institutions were the largest producers of personnel at the doctoral level, and few doctoral degrees were conferred by the liberal arts colleges or the predominantly Black institutions.

TABLE 25

Total Degrees Granted by Type of Institution *

Type of Institution	B.A.	M.A.	C.A.S.	Ph.D.
Public Land Grant (70)	18,189	11,530	920	2,233
Public Non-Land-Grant (205)	43,252	32,461	1,933	1,358
Independent Liberal Arts (44)	2,097	977	9	9
Church Related Liberal Arts (148)	8,910	1,810	84	84
Private Universities (49)	4,770	6,344	800	850
Predominantly Black (36)	2,704	1,812	50	3

* Grand totals are not included because data shown for the Predominantly Black institutions are duplicated in the data shown for the other five types of institutions of which each Predominantly Black institution is also a member.

Closing Discussion

The American Association of Colleges for Teacher Education is a voluntary association of schools, colleges and departments of education. The work of the association is conducted by a professional staff through its Board of Directors. When that Board embarked upon the task of creating a national data set two years ago, it did so with the expectation that the effort required by member institutions would prove to be of high value to the membership. The first effort of 1982 proved marginally effective largely because of the speed with which an instrument had to be developed. In the first Report to the Profession, new information was made available to campus planners.

In the spring, 1982, work was begun on a more comprehensive instrument with approval of that instrument coming at the Board's summer meeting in St. Louis. The questionnaire was distributed in the fall, 1982, with responses collected through the first week in April, 1983.

The second instrument did prove to be much more effective than the first in capturing usable data. But recognizing the imperfections that inevitably accompany even the best designed instrument, a session was conducted at the Detroit annual meeting in which the membership was invited to provide constructive criticism which could be used to improve the next generation instrument. With comments from the national meeting and with comments received by the staff from the membership as the instruments were being answered, the association should be able to meet its goal of having a final, continuing instrument by the end of the

third administration.

It is hoped that the format of this report will permit SCDE's to make the analyses and comparisons that will be useful in planning processes. With medians, chosen because of the skewed nature of most of the data, and quartiles determined, institutions can identify a benchmark of institutional type or pattern of degrees conferred and can make comparisons of information from their SCDE with similar information from other SCDE's in the same category.

This report will be useful to SCDE's only if the data displays meet their unique needs. To identify the nature of the kinds of displays desired by the membership, SCDE's are encouraged to study the kinds of variables included in this Report (representative of the questions asked in the instrument) and to forward suggestions which might be included in a later Report or in Briefs.

Finally, the data set will be maintained for future use in longitudinal studies. In the meantime, institutions may request information from the set as long as the information does not identify openly or inadvertently the names of institutions about which information is being sought. In all of these ways, the Association members can reap the benefits associated with sharing data which only members themselves have to give.